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ABSTRACT

The "Criteria for Accreditation" (1991) and reaffirmation published by the Southern Association of Colleges and Schools were validated through a survey of alumni. The criteria were developed to assist institutions in evaluating their effectiveness. In all, 2,300 survey instruments were mailed to college alumni in the United States. Of the 1,016 surveys returned, 623 were usable for the validation study. The criteria examined in the 147-item survey included five principal areas of evaluation: (1) institutional purpose; (2) institutional effectiveness; (3) educational program; (4) educational support services; and (5) administrative processes. A pool of questions for each area was written by five college task forces assigned to develop the survey instrument. Factor analysis indicated that the development of the instrument items and the subsequent psychometric analysis does provide a basic survey instrument for assessing the accreditation and reaffirmation criteria. A list of 29 references is included. Appendices contain a sample survey and 147 alumni questions sorted by criteria. Nine tables present study data. (SLD)

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ASSESSING OR REAFFIRMING ACCREDITATION CRITERIA FOR THE SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS (SACS): DEVELOPMENT OF AN ALUMNI SURVEY INSTRUMENT

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ABSTRACT

The Criteria for Accreditation and reaffirmation published by the Southern Association of Colleges and Schools have been developed to assist institutions evaluate their effectiveness. In our study, we review the criteria. Two thousand three hundred instruments were mailed to alumni in the United States. One thousand and sixteen instruments were returned. Of these, 623 did not have any missing responses and were usable for analysis. From this sample, we validate an alumni survey instrument to assess Southern Association criteria.

Assessing or Reaffirming Accreditation Criteria for the Southern Association of Colleges and Schools (SACS): Development of an Alumni Survey Instrument

The Commission on Colleges of the Southern Association of Colleges and Schools is the recognized accrediting body in the 11 U.S. Southern states (Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia) and in Latin America for those postsecondary degree-granting institutions that award degrees at any or all of the following levels: associate, bachelor's, master's, and doctor's. The Commission of Colleges is a representative body elected by the College Delegate Assembly and charged with carrying out the accreditation processes. Accreditation is principally concerned with the improvement of educational quality throughout the region and the assurance to the public that regional institutions meet established standards.

The Commission of Colleges supports the right of an institution to pursue its established educational purpose; the right of faculty members to teach, investigate and publish freely; and the right of students to have opportunities for learning. However, the exercise of these rights must not interfere with the overriding obligation of the institution to offer to its student a sound education leading to a recognized certificate or degree. Thus, criteria and procedures for accreditation have been developed which are used in evaluating an institution's educational effectiveness.

Initially and periodically, each member institution is required to undergo a self-study, which is subsequently evaluated at the institution by a committee of peer educators. This requirement ensures that an institution meets minimum standards of quality and that it evaluates the extent to which its educational goals are met. The successful fulfillment of this requirement results in initial accreditation or reaffirmation of accreditation.

The self-study program, begun by the Commission of Colleges in 1957, has proven successful in subsequent years. Once each decade, colleges and universities holding membership in the Southern Association of Colleges and Schools have conducted comprehensive self examinations from which were formulated recommendations for future improvements. The studies have been broadly participatory. Faculty, administrative officers, staff, students, alumni, and trustees have engaged in a close examinations of the institution. At the culmination of the study, a visiting committee of peers from other institutions has assessed the educational strength of the institution in reaffirming accreditation. The program is a regional tradition which has strengthened higher education in the South.

The criteria for institutional membership are designed to allow for new demands on postsecondary institutions. The self-study program evaluates institutions not only to ensure that they meet minimum standards of quality but also to ensure the effective fulfillment of its educational purposes (Criteria for Accreditation, 1991).

The purpose of our paper is twofold. First we will briefly review the Criteria for Accreditation (1991) and reaffirmation published by the Southern Association of Colleges and Schools. This review will serve as a context for the second part of the paper: development and validation of an instrument to assess Southern Association criteria. Since accreditation and reaffirmation are of such importance, this study is of value.

METHOD

A total of 2300 survey instruments were mailed to college alumni in the United States. Of these 1016 instruments are returned. Of these, 623 did not contain any missing data and were usable in the validation study. Alumni were not asked to sign their names

but were asked to complete a short ten question demographic section. See Appendix A for a listing of the demographic questions along with the other 137 survey questions.

The construction and testing of an instrument involves the following steps: (a) development of a pool of instrument questions, (b) development of questionnaire forms, (c) selection of individuals to respond to the instrument, (d) actual administration of the instrument and (e) writing computer programs for the reliability and validity assessments of the instrument.

The questions were written using the standard domain-sampling model supported by Nunnally (1967) and Cronbach (1970). Initial questions addressing the areas to be assessed were written, scrutinized, and studied. Next, the pool of items was expanded. Finally, the questions were rewritten and revised. These final revisions produced the pool of items contained in the instrument.

An instrument form employing a Likert format was developed for the pool of items. Lemon (1973) wrote that much of the experimental research pertaining to attitude change involves measuring attitudes by a simple, easily administered instrument, usually a rating-scale format, and then attributing changes or differences in the ratings to experimental manipulations. In this context, the Likert scale of summative ratings is the most widely used attitude measure in current research. Gronland (1976) stated that Likert's approach to attitude scaling was less time consuming in development than earlier methods such as Thurston's and Remmers'. Borg and Gall (1974) identified the Likert technique as the easiest method presently available for developing scales needed in attitude research.

McGinnies (1970) clarified the procedures involved in constructing a Likert scale. The first step involves the writing of a number of statements dealing with the topic under investigation. Respondents then indicate their reaction to each question on an interval scale. Severy (1974) added that it is assumed when a Likert scale is developed that all written questions reflect the same attitudinal dimensions. Advantages of the Likert scale are: (1) that construction is less time consuming and easier than are other scaling techniques and (2) fewer items are required to obtain higher correlation coefficients (Ahmann & Glock, 1975; Borg & Gall, 1974; Gronland, 1976; Lemon, 1973; Shaw & Wright, 1967).

Shaw and Wright (1967) wrote that items should be written in simple and clear language, should contain a single idea and should be unambiguous. Borg and Gall (1974) noted that an instrument dealing with attitudes would generally be constructed as an attitude scale and should include at least ten items to obtain a valid picture of the attitude concerned. Tittle and Hill (1967) investigated the predictive efficiency of four frequently used attitude measurement techniques in terms of predicting indices of voter behavior. The Thurston, Guttman, Likert and semantic differential scales were compared. The Likert scale was superior to all other scales in predictive validity. Their evidence suggested that in cases were the Likert and Thurston scales were of equal length, the Likert scale exhibited higher reliability.

A FACTORIAL ANALYSIS OF THE SCALE

We used the SAS factor analysis program (1986) to examine the construct validity of the alumni survey instrument. Nunually (1967) wrote that some researchers refer to construct validity as "factorial validity." Factor analysis is an attractive method for evaluating

validity because it focuses on the reliable components of test data (Gorsuch, 1983). Thompson (1989) noted that the "common variance" represented by indices of association tend to represent reliable variance, and since it is from these indices that factors are extracted, it follows that factors tend to be constructed from the "true score" components of variables. Therefore, this study investigated the construct validity of the instrument using factor analytic techniques.

The criteria for accreditation or reaffirmation of accreditation include five principal areas of evaluation: (1) institutional purpose (Section two), (2) institutional effectiveness (Section three), (3) educational program (Section four), (4) educational support services (Section five), and (5) administrative processes (Section six). Consequently, a pool of questions for each area was written by five college task forces assigned to develop a survey instrument.

The institutional effectiveness committee wrote questions addressing internal planning, evaluation, and institutional research. The educational program committee drafted questions pertaining to the undergraduate program, continuing education, service programs, faculty matters, and consortial and contractual relationships. The educational support committee wrote questions pertaining to the library, instructional support, computer resources and services, student development services, and intercollegiate athletics. The administrative processes group constructed questions that pertained to organization and administration, institutional advancement, and financial and physical resources.

After a college internal review process, the final pool of questions contained 25 institutional purpose questions (section two), 61 educational program questions (section

four), 38 educational support questions (section five), and 13 administrative process questions (section six). Although institutional effectiveness questions were written, none was included in the survey that was sent to the college alumni. It was felt these questions focused on areas of internal planning, development and evaluation that alumni could not assess. The final instrument contained 147 questions. Of these, there were 10 demographic questions. Refer to Table 1 for a listing of section areas and subareas as outlined in the Southern Association Criteria for Accreditation (1991).

Pertaining to the category-response choice format, there is evidence that five-point scales are the most reliable (McKelvie, 1978), at least in measuring attitude-judgement tasks. McKelvie proposed using five or six categories. He further suggested there is no psychometric advantage in a large number of scale categories and, on the other hand, discriminative power and validity may be reduced when fewer than five categories are used.

In an agree-disagree context, Jenkins and Taber (1977) found that the number of response categories above five did not, in any situation, yield a significant increase in Likert discriminability. Neumann and Neumann (1981) concluded from their research that the five-point scale appears to be the most convenient to use in attitudinal surveys. Since literature suggests a five-or-six point scale for Likert instrumentation, we used the following five category response choices: 1 = strongly disagree; 2 = disagree; 3 = neutral; 4 = agree; 5 = strongly agree, and 0 = "don't know."

Determining the number of factors to extract from the correlation matrix is a fundamental decision in any analysis (Thompson & Borello, 1986). Many researchers follow the recommendations of Guttman (1954) and extract all factors with eigenvalues greater that

one. Other researchers feel the scree test is superior to other methods for determining the number of factors to extract (Cattell, 1965; Linn, 1968; Tucker, Koopman, & Linn, 1969). We used the eigenvalue criterion for this study since the number of respondents was greater than 250 and the mean communality was greater than 0.60 (Stevens, 1986).

We performed a first order principal components analysis (Pedhazur & Schmelkin, 1991; Stevens, 1986). This analysis isolated 26 factors. The prerotation eigenvalues follow: 38.81, 9.31, 3.98, 3.41, 2.64, 2.30, 2,16, 1.94, 1.89, 1.77, 1.65, 1.54, 1.45, 1.41. 1.38, 1.34, 1.31, 1.27, 1.22, 1.19, 1.18, 1.13, 1.11, 1.10, 1.04, and 1.03.

Results of these solutions involve a first factor that might be characterized as a general or "g" factor. This is a factor with which most of the items were highly correlated and suggests the existence of a unidimensional factor structure. Generally speaking, the presence of a "g" factor does not mean that there is only one interpretable factor, but rather that there is a large overriding factor with additional factors reflecting various nuances of the factor structure (Daniel, 1991).

One result of these analyses was a matrix of correlations among the factors. The interfactor correlation matrix can be factored just as the 137 X 137 intervariable correlation matrice can be. This method is called second-order factor analysis. Kerlinger (1984) noted that "while ordinary factor analysis is probably well understood, second-order factor analysis, a vitally important part of the analysis, seems not to be widely known and understood" (p. xiv). However, Kerlinger (1984), Thompson and Borrello (1986), and Thompson and Miller (1981) presented examples of applications.

The decision to extract second-order factors was driven by the finding that the first-order varimax solution involved numerous multiple loadings, thus suggesting a first-order oblique solution as well as a second-order result. An approximate check as to whether a loading is statistically significant can be obtained by doubling the standard error, i.e., doubling the critical value required for significance for an ordinary correlation. When the sample size is quite large (say 1,000), then significance is generally ensured. The critical value for a sample size of 600 is 0.21 (Stevens, 1986).

Nine second-order factors were extracted from the 26 X 26 interfactor correlation matrix and rotated to the varimax criterion. Second-order factors such as these are often interpreted. However, Gorsuch (1983), argued that this is not desirable:

> Interpretations of the second-order factors would need to be based upon the interpretations of the variables. Whereas, it is hoped that the investigator knows the variables well enough to interpret them, the accuracy of interpretation will decrease with the first-order factors, will be less with the second-order factors, and still less with the third-order factors. To avoid basing interpretations upon interpretations of interpretations, the relationships of the original variables to each level of the higher-order factors are determined (p. 245).

The first-order rotated factor matrix (137 X 26) therefore, was postmultiplied by the second-order rotated factor matrix (26 X 9) and the product matrix (137 X 9) was then rotated to the varimax criterion. Table 2 presents these factor pattern coefficients for items that had coefficients greater than 0.5 in absolute magnitude. This includes all the instrument questions except questions 60 and 131. Tables 4, 5 and 6 present the first-order rotated factor matrix, the second-order rotated factor matrix and the varimax rotated product matrix. See Tables 7, 8 and 9 for the second-order factor information.

DISCUSSION

The factors presented in Table 2 indicate that four second-order factors represent the scales for the instrument, even though the product matrix was 137 X 9. Pertaining to the five remaining factors, only two of 685 factor loadings were greater than 0.5 in absolute magnitude. These factors were not meaningful enough to retain.

The factor adequacy for the questions is also given in Table 2. Factor 1 is composed of 36 questions, and factor 2 is composed of 28 questions. Factor 3 is composed of 10 questions, and factor 4 is composed of 60 questions. Factor 4 questions were factorial complex in that these items correlated with more than one factor. Although question 133 loaded as a separate factor, one question is not statistically meaningful. Three to five questions are needed as a minimum, for any subscale.

Subscale one referred primarily to past educational programs. Subscale two was primarily present educational programs. Subscale three is present educational support. Subscale four refers to present and past programs, purpose and educational support.

We used the Kuder-Richardson generalized reliability formula, coefficient alpha (Cronbach, 1951; Ebel, 1965; Novick and Lewis, 1967), to evaluate the reliability of the instrument. This formula was appropriate since a Likert scale format was employed in the instrument form. The Cronbach alphas for the factors (subscales) follow: subscale one (.89), subscale two (.95), subscale three (.88), subscale four (.95). See Table 3 for a listing of means, standard deviations, and coefficients of variation for the instrument items.

CONCLUSION

We view our research findings as a point-of-departure for additional examination of the alumni instrument. The development of the instrument items and the subsequent psychometric analysis does provide, however, a basic survey instrument for assessing the noted SACS criteria.

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APPENDIX A
AMBASSADOR COLLEGE ALUMNI SURVEY
February 1991

Instructions

The information you supply on this questionnaire will be kept confidential. The data will be used for research purposes and to help improve the academic, social and spiritual development at Ambassador College. Feel free to omit any question that requests information you do not wish to provide.

The survey consists of 147 questions. Please answer each question on the SCAN-TRON answer sheet provided. Use only a #2 pencil. Please do not fold the SCAN-TRON sheet.

Demographic Information

1. I last attended Ambassador College:
   1. Before 1960
   2. 1960 - 1969
   3. 1970 - 1979
   4. 1980 - 1985
   5. 1986 - 1990

2. My highest degree earned at Ambassador College is:
   1. None
   2. A.A. or A.S.
   3. B.A. or B.S.
   4. Master's degree
   5. Doctor's degree

3. Since leaving Ambassador College I have (you may select more than one):
   1. entered the work force
   2. received technical training
   3. taken additional college level courses
   4. obtained a baccalaureate degree
   5. obtained a graduate degree
   6. other

4. At Ambassador College most of my electives were in:
   1. Business Administration
   2. Home Economics
   3. Mass Communications
   4. Computer Information Systems
   5. Theology
   F. Other

5. I am currently:
   1. employed full-time
   2. employed part-time
   3. employed in my home
   4. unemployed
   5. retired

6. My current annual income is:
   1. under $19,999
   2. $20,000 - $29,999
   3. $30,000 - $39,999
   4. $40,000 - $49,999
   5. $50,000 - $59,999
   6. $60,000 - over

7. I am:
   1. male
   2. female

8. My birthdate falls within the following:
   1. before 1930
   2. 1930 - 1939
   3. 1940 - 1949
   4. 1950 - 1959
   5. after 1960

9. I attended Ambassador College on the campus of:
   1. Big Sandy
   2. Pasadena
   3. Bricket Wood
   4. Big Sandy and Pasadena
   5. Bricket Wood and in the U.S.A.

10. My native language is:
    1. American English
    2. British English
    3. Spanish
    4. French
    5. Other

Survey Items

Current Conditions

Please read the Ambassador College Mission Statement and answer the questions in this section based on your knowledge of the College as it is now operated.

11. Information about the organizational structure and administrative processes of the College is available to me upon request.

12. The published materials of the College relating to employment security and procedures satisfy my needs.

13. The College is organized and administered in a manner reflecting its fundamental purpose and philosophy at the present time.

14. The current College programs involving academic affairs, fund-raising, development and alumni affairs are consistent with and directly related to the stated purpose of the College.

15. I intend to actively support the programs of the College involving academic affairs, fund-raising, development and alumni affairs.

16. The relationship between the College and its alumni encourages former students to continue to participate in the growth and development of the College.

17. The content and design of publications and advertising disseminated by the College accurately reflect the nature and purpose of the Institution.

18. The publications and advertising disseminated by the College exhibit integrity and responsibility.

19. Written materials such as The Envoy accurately portray the Institution.

20. The Business Office serves the College and assists in the furtherance of its educational programs.

21. The College catalog clearly states policy for the refunding of fees and charges upon withdrawal.

22. Appropriate refunding of fees and charges is handled on a timely and convenient basis.

23. The College recruiting activities during the Fall Festival accurately and honestly portray the Institution.

24. The College selects students who demonstrate reasonable potential for success.

25. Faculty evaluation of student performance reflects concern for quality.

26. Faculty are able to discern levels of student performance.

27. The educational program is supported by adequate computer resources.

28. The College environment is conducive to scholarly achievement.

29. The College environment is one conducive to creative achievement.

30. The Institution's principal focus is the education of students.

31. The College avoids the unwarranted proliferation of degree programs.

32. The general education requirement in computer information systems is a sufficient computer information systems requirement for a liberal arts bachelor's degree.

33. The general education requirement in humanities and fine arts is a sufficient humanities and fine arts requirement for a liberal arts bachelor's degree.

34. At present, Ambassador College is fulfilling its purpose as stated in the College catalog.

35. The academic program is clearly related to the mission of Ambassador College.

36. I believe that it requires competence in the areas of reading, writing, oral communications, and fundamental mathematical skills to graduate from Ambassador College.

37. The Institution's purpose is appropriate to its role as an educational institution.

38. The Institution's purpose represents the official posture and practice of the Institution.

39. The Institution's statement of purpose (mission statement) addresses all components of its purpose, including research and public service where these are significant Institutional responsibilities.

40. Appropriate publications accurately reflect the current statement of purpose.

41. The educational program of the Institution is adequate and appropriate to ensure that the Institution meets and continues to achieve its stated purpose.

42. The educational support services of the Institution are adequate and appropriate to ensure that the Institution meets and continues to achieve its stated purpose.

43. The financial resources of the Institution are adequate and appropriate to ensure that the Institution meets and continues to achieve its stated purpose.

44. The physical resources of the Institution are adequate and appropriate to ensure that the Institution meets and continues to achieve its stated purpose.

45. The administrative processes of the Institution are adequate and appropriate to ensure that the Institution meets and continues to achieve its stated purpose.

46. The College provides a setting for free inquiry.

47. The College encourages productive student scholarship and research.

48. The College assists students in developing an analytical ability to solve problems.

49. The College prepares students for productive roles in the world community.

50. The College encourages students to have a goal of life-long self-improvement.

51. The College provides students with the necessary tools for continued self-improvement.

52. The admission policies of the College enable the Institution to achieve its stated purpose.

53. The physical plant is now adequate and appropriate for the purpose of the Institution.

54. The current level of emphasis on instructional effectiveness is appropriate for the stated purpose of the Institution.

55. The current level of nontraditional programs (travel-study, internship programs, student employment certification program, continuing education, etc.) is appropriate for the stated purpose of the Institution.

56. The College provides and maintains its resources on the basis of the needs of the individual.

57. The resources of the College adequately support the goals of the Institution.

58. The College provides an effective academic advisement program.

59. The College has an effective orientation program that is available to all students.

60. The individuals designated as personal counselors have adequate training and experience.

61. The Institution's career development program is comprehensive and adequate for student needs.

62. The role of the College is clear concerning the supervision of students and their activities.

63. The College's activities program is appropriate for the mission of the College.

64. The College's activities program encompasses a sufficiently wide range of student interests.

65. Student publications contribute to an atmosphere of responsible discussion.

66. The College publishes a statement of student rights and responsibilities and makes this available to the campus community.

67. The Student Handbook and the catalog of the College clearly defines and distributes the policies for disciplinary procedures.

68. The College maintains information-release policies concerning all students records that are in the best interests of the student and the Institution.

69. The current system of using students as monitors (Resident Assistants and Resident Assistant Counselors) is adequate for the administration of residence halls.

70. Booth City is an adequate student residence.

71. The College provides programs of financial assistance (including the student employment program) that meet the needs of qualified students.

72. The College provides institution-wide coordination of all student financial aid.

73. The College provides and maintains an effective program of health services that serves the needs of its constituents.

74. The College provides and maintains an effective program of health education that serves the needs of its constituents.

75. The College's sport programs contribute adequately to the personal development of the students.

76. The College's sport programs clearly relate to the overall programs of the Institution.

77. The College's sport programs allow students to participate in some type of competitive sports activity as regularly as their interests, abilities, and time will permit.

78. The College's sport programs are directed and supervised by adequately trained and experienced personnel.

79. Students have clear understanding of the goals of each course.

80. The College provides excellence in instruction.

81. The College instills in students an appreciation of aesthetics.

82. Instructional methods are in keeping with the College's purpose.

83. The College generally selects students whose interests are consistent with admission's policies.

84. The College generally selects students whose capabilities are consistent with admission's policies.

85. I believe the curricular requirements for graduation from Ambassador College are sufficient.

Past Conditions

The survey items in this section refer to conditions as they existed when you attended Ambassador College. Please use this perspective in selecting your answers.

86. Emergency evacuation procedures were made clear to me when I was in school.

87. The general education requirements for the bachelor's degree were of the right quantity to support the educational program.

88. The general education requirement in communications (English Composition and Fundamentals of Speech) was a sufficient communications requirement for a liberal arts bachelor's degree when I was in school.

89. Instructional methods and procedures supported the educational program.

90. Students had clear understanding of the methods of evaluation to be employed.

91. Faculty members who taught me were competent in their areas of instruction.

92. I found the library collection adequate to support the courses I took.

93. The facilities of the College were sufficient for the educational program when I went to school.

94. I had a clear understanding of the requirements of each course I took.

95. The general education requirement in natural sciences and mathematics was a sufficient natural sciences and mathematics requirement for a liberal arts bachelor's degree.

96. The general education requirement in physical education was a sufficient physical education requirement for a liberal arts bachelor's degree.

97. The general education requirement in social science was a sufficient social science requirement for a liberal arts bachelor's degree.

98. The academic standards in my major were very high.

99. The facilities at Ambassador College were very good for undergraduate instruction.

100. Training in my academic specialization(s) prepared me to apply the knowledge and skills necessary for post-graduate situations.

101. The curriculum in my academic specialization(s) prepared me for advanced study and/or for employment in the field.

102. When I was in College, the curricular offerings were directly related and appropriate to the purpose and goals of Ambassador College.

103. When I was enrolled at Ambassador College, the faculty had a high level of academic competency.

104. The College effectively prepared me for the world of work.

105. The science laboratories were adequate for instruction and research.

106. The Home Economics labs were adequate for instruction and research.

107. The audiovisual services were adequate for instruction and research.

108. The duplicating services were adequate.

109. The tutorial services were adequate for instruction.

110. The College provided adequate Student Services to achieve the educational goals of the Institution.

111. The goals for Student Services were consistent with student needs and the purposes of the College.

112. The College adequately contributed to the cultural development of the students.

113. The College adequately contributed to the social development of the students.

114. The College contributed to the intellectual development of the students.

115. The College contributed to the physical development of the students.

116. The policies and programs of Student Services were clearly defined.

117. When I attended, the College placed high priority on individual counseling of student's personal needs.

118. The availability of personal counselors was adequate to fulfill student needs.

119. The policies for using career development services were clearly defined for students, alumni, and employers.

120. The College gave me the kind of education I expected when I applied.

121. Ambassador College taught me to write effectively.

122. Ambassador College taught me to speak effectively.

123. Ambassador College taught me to read with understanding.

124. Ambassador College taught me how to manage family finances.

125. Ambassador College taught me how to use the library.

126. Ambassador College taught me government structure.

127. Ambassador College taught me to follow directions.

128. Ambassador College taught me a great deal about physical and mental health.

129. Ambassador College taught me how to work cooperatively in a group.

130. Ambassador College taught me how to plan and carry out projects.

131. Ambassador College taught me to persist at difficult tasks.

132. Ambassador College taught me about defining and solving problems.

133. Ambassador College taught me about leadership.

134. Ambassador College taught me to appreciate the arts.

135. Ambassador College increased my understanding and application of scientific principles and methods.

136. Ambassador College taught me how to work independently.

137. Ambassador College helped me to learn to organize my time effectively.

138. Ambassador College helped me to understand and appreciate different philosophies and cultures.

139. Information I learned at Ambassador College helped me advance financially.

140. Information I learned at Ambassador College helped me in my marriage.

141. Ambassador College taught me an appreciation of the role of the computer in our society.

142. Ambassador College taught me how to study the Bible.

143. The curriculum was too difficult for the preparation of the students.

144. The curriculum was too elementary for the preparation of the students.

145. When I attended, the academic standards in the College were very high.

146. The academic program at Ambassador College provided me with a well-rounded education.

147. When I was in College, Ambassador provided a learning environment in which scholarly and creative achievement were encouraged.

APPENDIX B
ALUMNI SURVEY QUESTIONS SORTED BY SACS CRITERIA

Section	Question	
2.0	24	At present, Ambassador College is fulfilling its purpose as stated in the college catalog.
2.0	25	The academic program is clearly related to the mission of Ambassador College.
2.0	92	When I was in College, the curricular offerings were directly related and appropriate to the purpose and goals of Ambassador College.
2.1	27	The Institution's purpose is appropriate to its role as an educational institution.
2.2	28	The Institution's purpose represents the official posture and practice of the Institution.
2.3	29	The institution's statement of purpose (mission statement) addresses all components of its purpose, including research and public service where these are significant Institutional responsibilities.
2.5	30	Appropriate publications accurately reflect the current statement of purpose.
2.6	31	The educational program of the Institution is adequate and appropriate to ensure that the Institution meets and continues to achieve its stated purpose.
2.6	32	The educational support services of the Institution are adequate and appropriate to ensure that the Institution meets and continues to achieve its stated purpose.
2.6	33	The financial resources of the Institution are adequate and appropriate to ensure that the Institution meets and continues to achieve its stated purpose.
2.6	34	The physical resources of the Institution are adequate and appropriate to ensure that the Institution meets and continues to achieve its stated purpose.
2.6	35	The administrative processes of the Institution are adequate and appropriate to ensure that the Institution meets and continues to achieve its stated purpose.
2.6	36	The College provides a setting for free inquiry.
2.6	37	The College encourages productive student scholarship and research.
2.6	38	The College assists students in developing an analytical ability to solve problems.
2.6	39	The College prepares students for productive roles in the world community.
2.6	40	The College encourages students to have a goal of life-long self-improvement.
2.6	41	The College provides students with the necessary tools for continued self-improvement.
2.6	42	The admission policies of the College enable the Institution to achieve its stated purpose.
2.6	43	The physical plant is now adequate and appropriate for the purpose of the Institution.
2.6	44	The current level of emphasis on instructional effectiveness is appropriate for the stated purpose of the Institution.
2.6	45	The current level of nontraditional programs (travel-study, internship programs, student employment certification program, continuing education, etc.) is appropriate for the stated purpose of the institution. Delete; non-applicable.
2.6	70	The College provides excellence in instruction.
2.6	71	The College instills in students an appreciation of aesthetics.
2.6	94	The College effectively prepared me for the world of work.
4.1.1	9	Written materials such as the Envoy, accurately portray the Institution. ^ R
4.1.1	13	The College recruiting activities during the Fall Festival accurately and honestly portray the Institution.
4.1.1	14	The College selects students who demonstrate reasonable potential for success.
4.1.1	20	The Institution's principal focus is the education of students.
4.1.1	22	The general education requirement in computer information systems is a sufficient computer information systems requirement for a liberal arts bachelor's degree.
4.1.1	23	The general requirement in humanities and fine arts is a sufficient humanities and fine arts requirement for a liberal arts bachelor's degree.
4.1.1	72	Instructional methods are in keeping with the College's purpose.
4.1.1	73	The College generally selects students whose interests are consistent with admissions policies.
4.1.1	74	The College generally selects students whose capabilities are consistent with admission policies.
4.1.1	75	I believe the curricular requirements for graduation from Ambassador College are sufficient.
4.1.1	77	The general education requirements for the bachelor's degree were of the right quantity to support the educational program.

Section	Question	
4.1.1	78	The general education requirement in communications (English Composition and Fundamentals of Speech) was a sufficient communications requirement for a liberal arts bachelor's degree when I was in school.
4.1.1	79	Instructional methods and procedures support the educational program.
4.1.1	85	The general education requirement in natural sciences and mathematics was a sufficient natural sciences and mathematic requirement for a liberal arts bachelor's degree.
4.1.1	86	The general education requirement in physical education is a sufficient physical education requirement for a liberal arts bachelor's degree.
4.1.1	87	The general education requirement in social science is a sufficient social science requirement for a liberal arts bachelor's degree.
4.1.1	110	The College gave me the kind of education I expected when I applied.
4.1.2	26	I believe that it requires competence in the areas of reading, writing, oral communications, and fundamental mathematical skills to graduate from Ambassador College.
4.1.3	21	The college avoids the unwarranted proliferation of degree programs.
4.1.3	88	The academic standards in my major were very high.
4.1.3	90	Training in my academic specialization(s) prepared me to apply the knowledge and skills necessary for post-graduate situations.
4.1.3	111	Ambassador College taught me to write effectively.
4.1.3	112	Ambassador College taught me to speak effectively.
4.1.3	113	Ambassador College taught me to read with understanding.
4.1.3	114	Ambassador College taught me how to manage family finances.
4.1.3	116	Ambassador College taught me government structure.
4.1.3	117	Ambassador College taught me to follow directions.
4.1.3	118	Ambassador College taught me a great deal about physical and mental health.
4.1.3	119	Ambassador College taught me how to work cooperatively in a group.
4.1.3	120	Ambassador College taught me how to plan and carry out projects.
4.1.3	121	Ambassador College taught me to persist at difficult tasks.
4.1.3	122	Ambassador College taught me about defining and solving problems.
4.1.3	123	Ambassador College taught me about leadership.
4.1.3	124	Ambassador College taught me to appreciate the arts.
4.1.3	125	Ambassador College increased my understanding and application of scientific principles and methods.
4.1.3	126	Ambassador College taught me how to work independently.
4.1.3	127	Ambassador College helped me to learn to organize my time effectively.
4.1.3	128	Ambassador College helped me to understand and appreciate different philosophies and cultures.
4.1.3	129	Information I learned at Ambassador College helped me advance financially.
4.1.3	130	Information I learned at Ambassador College helped me in my marriage.
4.1.3	131	Ambassador College taught me an appreciation of the role of the computer in our society.
4.1.3	133	The curriculum is too difficult for the preparation of the students.
4.1.3	134	The curriculum is too elementary for the preparation of the students.
4.1.3	135	When I attended, the academic standars in the College were very high.
4.1.3	136	The academic program at Ambassador College provided me with a well-rounded education.
4.1.4	15	Faculty evaluation of student performance reflects concern for quality.
4.1.4	16	Faculty are able to discern levels of student performance.
4.1.4	17	The educational program is supported by adequate computer resources.
4.1.4	18	The College environment is conducive to scholarly achievement.
4.1.4	19	The College environment is one conducive to creative achievement.
4.1.4	69	Students have clear understanding of the goals of each course.
4.1.4	80	Students have clear understanding of the methods of evaluation to be employed.
4.1.4	81	Faculty members who taught me were competent in their areas of instruction.
4.1.4	82	I found the library collection adequate to support the courses I took.
4.1.4	83	The facilities of the College were sufficient for the educational program when I went to school.
4.1.4	84	I had a clear understanding of the requirements of each course.
4.1.4	91	The curriculum in my academic specialization(s) prepared me for advanced study and/or for employment in the field.
4.1.4	93	When I was enrolled at Ambassador College, the faculty had a high level of competency.
4.1.4	115	Ambassador College taught me how to use the library.

Section	Question	
4.1.4	132	Ambassador College taught me how to study the Bible.
4.1.4	137	When I was in College, Ambassador provided a learning environment in which scholarly and creative achievement were encouraged.
5.3	95	The science laboratories were adequate for instruction and research.
5.3	96	The Home Economics labs were adequate for instruction and research.
5.3	97	The audiovisual services were adequate for instruction and research.
5.3	98	The duplicating services were adequate.
5.3	99	The tutorial services were adequate for instruction.
5.5	100	The College provided adequate Student Services to achieve the educational goals of the Institution.
5.5	101	The goals for Student Services were consistent with student needs and the purposes of the College.
5.5	102	The College adequately contributed to the cultural development of the students.
5.5	103	The College adequately contributed to the social development of the students.
5.5	104	The College contributed to the intellectual development of the students.
5.5	105	The College contributed to the physical development of the students.
5.5	106	The policies and programs of Student Development Services were clearly defined.
5.5.1	46	The College provides and maintains its resources on the basis of the needs of the individual.
5.5.1	47	The resources of the College adequately support the goals of the Institution.
5.5.2.1	48	The College provides an effective academic advisement program.
5.5.2.1	49	The College has an effective orientation program that is available to all students.
5.5.2.1	50	The individuals designated as personal counselors have adequate training and experience.
5.5.2.1	51	The Institution's career development program is comprehensive and is adequate for student needs.
5.5.2.1	107	When I attended, the College placed high priority on individual counseling of student's personal needs.
5.5.2.1	108	The availability of personal counselors is adequate to fulfill student needs.
5.5.2.1	109	The policies for using career development services were clearly defined for students, alumni, and employers.
5.5.2.2	52	The role of the College is clear concerning the supervision of students and their activities.
5.5.2.2	53	The College's activities program is appropriate for the mission of the College. Delete; vague.
5.5.2.2	54	The College's activities program encompasses a sufficiently wide range of student interests.
5.5.2.2	55	Student publications contribute to an atmosphere of responsible discussion.
5.5.2.3	56	The College publishes a statement of student rights and responsibilities and makes this available to the campus community.
5.5.2.3	57	The Student Handbook and the catalog of the College clearly defines and distributes the policies for disciplinary procedures.
5.5.2.4	58	The College maintains information-release policies concerning all students records that are in the best interests of the student and the Institution.
5.5.2.5	59	The current system of using students as monitors (Resident Assistants and Resident Assistant Counselors) is adequate for the administration of residence halls.
5.5.2.5	60	Booth City is an adequate student residence.
5.5.2.6	61	The College provides programs of financial assistance (including the student employment program) that meet the needs of qualified students.
5.5.2.6	62	The College provides institution-wide coordination of all student financial aid.
5.5.2.7	63	The College provides and maintains an effective program of health services that serves the needs of its constituents.
5.5.2.7	64	The College provides and maintains an effective program of health education that serves the needs of its constituents.
5.5.2.8	65	The College's sport programs contribute adequately to the personal development of the students.
5.5.2.8	66	The College's sport programs clearly relate to the overall programs of the Institution.
5.5.2.8	67	The College's sport programs allow students to participate in some type of competitive sports activity as regularly as their interests, abilities, and time will permit.
5.5.2.8	68	The College's intramural sports programs are directed and supervised by adequately trained and experienced personnel.

Section	Question	
6.1	1	Information about the organizational structure and administrative processes of the College is available to me upon request.
6.1	2	The published materials of the College relating to employment security and procedures satisfy my needs.
6.1.6	3	The College is organized and administered in a manner reflecting its fundamental purpose and philosophy at the present time.
6.2	4	The current College programs involving academic affairs, fund-raising, development and alumni affairs are consistent with and directly related to the stated purpose of the College.
6.2	5	I intend to actively support the programs of the College involving academic affairs, fund-raising, development and alumni affairs.
6.2.1	6	The relationship between the College and its alumni encourages former students to continue to participate in the growth and development of the College.
6.2.2	7	The content and design of publications and advertising disseminated by the College accurately reflect the nature and purpose of the Institution.
6.2.2	8	The publications and advertising disseminated by the College exhibit integrity and responsibility.
6.3.2	10	The Business Office serves the College and assist in the furtherance of its educational programs.
6.3.8	11	The College catalog clearly states policy for the refunding of fees and charges upon withdrawal.
6.3.8	12	Appropriate refunding of fees and charges is handled on a timely and convenient basis.
6.4.1	89	The facilitites at Ambassador College were very good for undergraduate instruction.
6.4.3	76	Emergency evacuation procedures were made clearto me when I was in school.

TABLE 1
SACS SECTION AREAS AND SUBAREAS

Section I: Principles and Philosophy of Accreditation

- 1.1 Institutional Commitment and Responsibilities in the Accreditation Process
- 1.2 Application of the *Criteria*
- 1.3 Separately Accredited Units
- 1.4 Conditions of Eligibility
- 1.5 Initial Membership
- 1.6 Classifications of Institutions
- 1.7 Publication Statement

Section II: Institutional Purpose

Section III: Institutional Effectiveness

- 3.1 Planning and Evaluation
- 3.2 Institutional Research

Section IV: Educational Program

- 4.1 Undergraduate Program
  - 4.1.1 Undergraduate Admissions
  - 4.1.2 Undergraduate Completion Requirements
  - 4.1.3 Undergraduate Curriculum
  - 4.1.4 Undergraduate Instruction
- 4.2 Graduate Program
  - 4.2.1 Graduate Admission
  - 4.2.2 Graduate Completion Requirements
  - 4.2.3 Graduate Curriculum
  - 4.2.4 Graduate Instruction
- 4.3 Continuing Education, Outreach and Service Program
- 4.4 Faculty
  - 4.4.1 Selection of Faculty
  - 4.4.2 Academic and Professional Preparation
    - 4.4.2.1 Associate
    - 4.4.2.2 Baccalaureate
    - 4.4.2.3 Graduate
    - 4.4.2.4 Off-Campus Sites
  - 4.4.3 Part-Time Faculty
  - 4.4.4 Graduate Teaching Assistant
  - 4.4.5 Faculty Compensation
  - 4.4.6 Academic Freedom and Professional Security
  - 4.4.7 Professional Growth
  - 4.4.8 The Role of the Faculty and Its Committee
  - 4.4.9 Faculty Loads
  - 4.4.10 Criteria and Procedure for Evaluation
- 4.5 Consortial and Contractual Relationships
  - 4.5.1 Consortial Relationships
  - 4.5.2 Contractual Relationships

Section V: Educational Support Services

- 5.1 Educational Support Services
- 5.2 Library
  - 5.2.1 Services
  - 5.2.2 Collections
  - 5.2.3 Staff
  - 5.2.4 Institutional Relationships
  - 5.2.5 Library Resources at Off-Campus
- 5.3 Instructional Support
- 5.4 Computer Resources and Services
- 5.5 Student Development Services
  - 5.5.1 Resources
  - 5.5.2 Programs and Services
    - 5.5.2.1 Academic Advising, Counseling and Career Development
    - 5.5.2.2 Student Government, Student Activities and Publications
    - 5.5.2.3 Student Behavior
    - 5.5.2.4 Student Records
    - 5.5.2.5 Residence Halls
    - 5.5.2.6 Student Financial Aid
    - 5.5.2.7 Health Services
    - 5.5.2.8 Intramural Athletics
- 5.6 Intercollegiate Athletics

Section VI: Administrative Process

- 6.1 Organization and Administration
  - 6.1.1 Descriptive Titles and Terms
  - 6.1.2 Governing Board
  - 6.1.3 Advisory Committees
  - 6.1.4 Official Policies
  - 6.1.5 Administrative Organization
- 6.2 Institutional Advancement
  - 6.2.1 Financial Resources
  - 6.2.2 Publications
- 6.3 Financial Resources
  - 6.3.1 Financial Resources
  - 6.3.2 Organization for the Administration of Financial Resources
  - 6.3.3 Budget Planning
  - 6.3.4 Budget Control
  - 6.3.5 The Relation of an Institution to External Budgetary Control
  - 6.3.6 Accounting, Reporting and Auditing
  - 6.3.7 Purchasing and Inventory Control
  - 6.3.8 Refund Policy
  - 6.3.9 Cashiering
  - 6.3.10 Investment Management
  - 6.3.11 Risk Management and Insurance
- 6.4 Physical Resources
  - 6.4.1 Space Management
  - 6.4.2 Building, Grounds and Equipment Maintenance
  - 6.4.3 Safety and Security
  - 6.4.4 Facilities Master Plan
- 6.5 Externally Funded Grants and Contracts

TABLE 3
ROTATED PATTERN COEFFICIENTS FOR SALIENT ITEMS FOR THE ALUMNI INSTRUMENT

Item	Scale Name	1	2	3	4
59	V	0.556	0.459	0.413	0.016
76	VI	0.690	0.166	0.467	-0.298
77	IV	1.150	0.393	0.353	-0.002
78	IV	0.793	0.324	0.300	0.138
79	IV	0.881	0.304	0.283	0.082
80	IV	0.804	0.221	0.303	0.121
81	IV	0.831	0.267	0.216	0.073
84	IV	0.785	0.427	0.216	0.295
85	IV	0.145	0.319	0.454	-0.210
86	IV	0.617	0.283	0.220	0.224
87	IV	0.943	0.453	0.449	0.108
88	IV	0.939	0.439	0.266	-0.133
89	VI	0.719	0.401	0.174	0.499
90	IV	0.999	0.497	0.145	0.063
92	II	0.686	0.372	0.108	0.447
93	IV	1.076	0.436	0.272	-0.030
95	V	0.693	0.363	0.462	-0.020
96	V	0.514	0.302	0.319	0.218
97	V	1.691	0.212	0.409	0.055
98	V	0.500	0.149	0.406	0.197
100	V	0.902	0.223	0.420	0.141
101	V	0.875	0.335	0.498	0.163
102	V	0.562	0.189	-0.025	0.454
103	V	0.588	0.234	-0.036	0.441
104	V	1.122	0.424	0.222	0.188
107	V	0.782	0.246	0.486	0.190
108	V	0.733	0.267	0.434	0.272
111	IV	1.224	0.457	0.398	0.085
112	IV	0.631	0.174	0.078	0.186
116	IV	0.598	0.390	0.443	0.200
118	IV	0.785	0.459	0.211	0.189
124	IV	0.792	0.340	0.283	0.267
128	IV	0.946	0.351	0.322	0.071
130	IV	0.595	0.421	-0.032	0.188
132	IV	0.612	0.446	0.069	0.274
135	IV	0.951	0.479	0.407	-0.119
1	VI	0.186	0.519	0.182	0.150
3	VI	0.335	1.119	0.179	0.178
4	VI	0.328	0.891	0.290	-0.049
5	VI	0.348	0.563	0.274	0.115
6	VI	0.375	0.745	0.310	0.168
7	VI	0.311	0.959	0.314	0.019
8	VI	0.268	0.921	0.283	0.111
13	IV	0.491	0.778	0.473	0.066
14	IV	0.322	1.055	0.186	0.110
15	IV	0.345	0.599	0.426	0.109
16	IV	0.309	0.611	0.458	0.033
20	IV	0.485	1.005	0.246	0.143
21	IV	0.301	0.721	0.390	0.016
34	II	0.322	0.866	0.486	0.182
40	II	0.342	1.008	0.116	0.185
41	II	0.475	0.941	0.186	0.303
42	II	0.423	0.971	0.392	0.286
49	V	0.308	0.501	0.425	0.026
52	V	0.449	0.850	0.362	0.258
53	V	0.439	0.949	0.261	0.205
61	V	0.299	0.614	0.242	0.060
65	V	0.263	0.831	0.275	0.109
66	V	0.255	0.872	0.286	0.155
67	V	0.194	0.847	0.293	0.004
68	V	0.281	0.766	0.358	-0.039
71	II	0.399	0.978	0.185	0.121

(Continued)

TABLE 2 (continued)
ROTATED PATTERN COEFFICIENTS FOR SALIENT ITEMS FOR THE ALUMNI INSTRUMENT

Item	Scale Name	1	2	3	4
73	IV	0.210	0.872	0.258	0.168
74	IV	0.251	0.910	0.256	0.137
2	VI	0.126	0.477	0.627	0.330
12	VI	0.170	0.369	0.846	0.084
22	IV	0.170	0.152	0.712	-0.085
23	IV	0.406	0.407	0.691	-0.112
48	V	0.497	0.457	0.665	0.121
50	V	0.434	0.417	0.696	0.301
51	V	0.376	0.284	0.764	0.324
56	V	0.470	0.457	0.671	-0.003
63	V	0.389	0.487	0.602	0.134
64	V	0.465	0.456	0.627	0.127
133	IV	-0.076	-0.225	-0.096	-0.588
9	IV	0.507	1.049	0.047	0.242
10	VI	0.202	0.531	0.639	0.165
11	VI	0.132	0.598	0.748	0.120
17	IV	0.239	0.513	0.671	0.025
18	IV	0.628	0.917	0.396	0.060
19	IV	0.588	1.011	0.353	0.198
24	II	0.576	1.097	0.559	0.068
25	II	0.718	1.208	0.385	-0.039
26	IV	0.562	0.682	0.214	-0.085
27	II	0.663	0.791	0.273	0.099
28	II	0.582	0.999	0.260	0.098
29	II	0.530	0.582	0.479	0.169
30	II	0.465	0.991	0.584	0.121
31	II	0.569	0.905	0.603	-0.076
32	II	0.511	0.652	0.753	-0.010
33	II	0.268	0.746	0.571	0.117
35	II	0.395	0.785	0.536	0.045
36	II	0.601	0.863	0.397	0.188
37	II	0.583	0.990	0.297	0.127
38	II	0.596	0.780	0.356	0.141
39	II	0.582	0.987	0.112	0.335
43	II	0.429	0.696	0.553	0.191
44	II	0.448	0.773	0.642	0.170
45	II	0.308	0.605	0.505	0.247
46	V	0.507	0.674	0.659	0.118
47	V	0.553	0.863	0.466	0.061
54	V	0.518	0.832	0.269	0.259
55	V	0.506	0.620	0.519	0.178
57	V	0.481	0.552	0.676	0.102
58	V	0.624	0.587	0.773	0.011
62	V	0.503	0.345	0.549	0.127
69	IV	0.630	0.555	0.583	0.003
70	II	0.713	0.958	0.315	-0.050
72	IV	0.544	0.971	0.302	0.020
75	IV	0.784	0.754	0.415	-0.037
82	IV	0.535	0.189	0.263	0.704
83	IV	0.725	0.343	0.255	0.674
91	IV	1.025	0.527	0.119	0.169
94	II	1.020	0.702	0.165	0.302
99	V	0.604	0.195	0.733	0.186
105	V	0.627	0.517	0.185	0.189
106	V	0.980	0.481	0.697	-0.016
109	V	0.879	0.362	0.739	0.101
110	IV	0.892	0.541	0.120	0.434
113	IV	1.126	0.510	0.408	0.104
114	IV	0.832	0.501	0.424	0.195

(continued)

TABLE 2 (continued)
ROTATED PATTERN COEFFICIENTS FOR SALIENT ITEMS FOR THE ALUMNI INSTRUMENT

Item	Scale Name	1	2	3	4
115	IV	0.867	0.361	0.562	0.246
117	IV	0.607	0.584	0.328	0.413
119	IV	0.734	0.557	0.193	0.344
120	IV	0.930	0.547	0.298	0.088
121	IV	0.853	0.574	0.316	0.268
122	IV	1.104	0.670	0.414	0.087
123	IV	0.692	0.561	0.161	0.266
125	IV	1.217	0.509	0.533	-0.273
126	IV	0.993	0.641	0.444	0.220
127	IV	0.760	0.646	0.226	0.062
129	IV	0.859	0.548	0.226	0.371
134	IV	-0.874	-0.514	-0.406	-0.022
136	IV	1.188	0.750	0.242	0.158
137	IV	1.140	0.676	0.374	0.088

Note.--Salient items were items with pattern coefficients greater in absolute value than .50.

Section II is institution purpose.
Section IV is educational program.
Section V is educational support.
Section VI is administrative processes.

TABLE 3
Means (x), Standards Deviations (s.d.), and Coefficients of variation (c.v.) for Survey Data

Question	x	s.d	c.v
1	3.91	1.49	38.28
2	2.27	1.88	83.64
3	4.07	1.34	33.08
4	3.51	1.68	48.02
5	3.74	1.36	36.53
6	3.47	1.28	36.50
7	3.80	1.53	40.31
8	4.06	1.43	35.41
9	4.01	1.22	30.57
10	2.55	2.02	79.38
11	2.69	2.16	80.26
12	1.84	2.07	112.58
13	3.07	1.87	60.84
14	3.95	1.15	29.12
15.	3.33	1.77	53.41
16.	3.12	1.69	54.33
17.	2.44	2.04	83.78
18.	3.44	1.57	45.78
19.	3.46	1.52	43.99
20.	3.77	1.35	35.87
21.	2.90	1.99	68.54
22.	1.43	1.88	131.31
23.	2.40	2.03	84.49
24.	3.30	1.83	55.43
25.	3.70	1.58	42.64
26.	4.25	1.08	25.38
27.	4.12	1.16	28.16
28.	3.89	1.40	35.90
29.	3.52	1.49	42.24
30.	3.08	1.87	60.75
31.	3.10	1.80	58.03
32.	2.69	1.94	72.06
33.	2.73	1.95	71.45
34.	3.19	1.75	54.79
35.	3.00	1.88	62.59
36.	3.21	1.63	50.70
37.	3.10	1.70	54.79
38.	3.05	1.72	56.66
39.	3.69	1.40	37.98
40.	4.27	1.24	29.00
41.	3.83	1.37	35.99
42.	3.22	1.76	54.73
43.	2.64	1.87	70.95
44.	2.61	1.97	75.47
45.	2.80	1.91	68.25
46.	2.67	1.80	67.45
47.	3.11	1.78	57.45
48.	2.45	1.92	78.50
49.	2.97	1.98	66.55
50.	2.26	1.99	88.23
51.	1.86	1.79	96.47
52.	3.42	1.74	50.98
53.	3.42	1.74	50.85
54.	3.41	1.72	50.48
55.	2.62	1.93	73.65
56.	2.23	2.13	95.37
57.	2.88	2.02	70.33
58.	2.38	2.09	87.83
59.	3.11	1.83	58.76
60.	2.71	1.79	65.96
61.	3.25	1.78	55.02

(continued)

TABLE 3 (continued)
Means (x), Standards Deviations (s.d.), and Coefficients of variation (c.v.) for Survey Data

Question	x	s.d	c.v
62.	2.38	2.04	85.93
63.	2.55	1.96	76.86
64.	2.33	1.93	82.82
65.	3.52	1.55	44.00
66.	3.41	1.65	48.35
67.	3.43	1.74	50.72
68.	3.34	1.84	55.13
69.	2.51	1.97	78.32
70.	3.37	1.67	49.57
71.	3.64	1.63	45.03
72.	3.29	1.79	54.62
73.	3.65	1.53	41.90
74.	3.61	1.52	42.08
75.	3.17	1.79	56.67
76.	2.67	1.43	53.76
77.	3.59	1.27	35.47
78.	3.89	1.16	29.80
79.	3.90	0.81	20.84
80.	3.50	1.09	31.20
81.	3.87	0.88	22.83
82.	3.74	1.01	27.11
83.	4.07	0.75	18.62
84.	3.90	0.81	20.93
85.	2.85	1.59	55.86
86.	3.93	1.16	29.55
87.	3.16	1.55	49.20
88.	3.54	1.22	34.49
89.	4.00	0.89	22.35
90.	3.36	1.32	39.36
91.	3.15	1.31	41.75
92.	3.95	0.92	23.28
93.	3.58	1.08	30.24
94.	3.11	1.26	40.47
95.	2.23	1.69	75.55
96.	2.58	1.97	76.38
97.	2.96	1.60	54.22
98.	3.09	1.55	50.22
99.	2.06	1.67	80.99
100.	3.55	1.16	32.87
101.	3.32	1.43	43.20
102.	4.31	0.75	17.61
103.	4.38	0.73	16.82
104.	4.00	0.83	20.88
105.	4.13	0.75	18.24
106.	3.06	1.40	45.75
107.	3.26	1.29	39.70
108.	3.30	1.31	39.64
109.	2.11	1.20	56.71
110.	3.94	1.03	26.27
111.	3.47	1.07	30.79
112.	4.23	0.81	19.19
113.	3.58	1.01	28.00
114.	3.10	1.17	37.96
115.	3.08	1.06	34.56
116.	3.57	1.15	32.20
117.	3.96	0.93	23.58
118.	3.67	1.05	28.72
119.	4.11	0.84	20.65
120.	3.87	0.99	25.65
121.	3.94	0.95	24.21
122.	3.63	1.02	28.35

(continued)

TABLE 3 (continued)
Means (x), Standards Deviations (s.d.), and Coefficients of variation (c.v.) for Survey Data

Question	x	s.d	c.v
123.	2.67	0.89	33.63
124.	3.60	0.90	25.11
125.	3.41	1.44	42.25
126.	1.69	1.58	93.39
127.	4.04	1.25	30.90
128.	3.48	1.69	48.81
129.	4.48	0.61	13.59
130.	2.03	0.79	39.09
131.	3.79	1.23	32.46
132.	4.89	0.55	11.37
133.	3.89	1.54	39.60
134.	2.39	1.84	77.12
135.	4.12	1.26	30.64
136.	3.62	1.62	44.82
137.	3.81	1.26	33.16

Table 4 - First-Order Rotated Factor Matrix

Table 4 (continued) - First-Order Rotated Factor Matrix

0.11787	0.24955	0.69146	0.09916	0.00583	0.05345	0.12351	0.03299	-0.04361	0.09536	0.03848	0.03814	-0.02077	0.02851	0.00082	0.00781	0.12412	0.07024	0.03558	-0.02283	-0.09720	0.08713	0.00941	-0.00873	-0.00838	0.00852
0.14082	0.19316	0.45339	0.08227	0.04791	-0.02837	0.16918	0.21062	0.00521	0.05493	-0.00906	-0.07360	0.11944	0.14088	0.03328	0.05448	0.05382	0.00988	0.01408	-0.00618	0.18825	0.48913	0.04593	0.11953	0.01546	0.00418
0.12769	0.12030	0.75723	0.03178	0.04239	-0.05240	0.08084	-0.01326	-0.02341	0.08187	0.04957	0.00824	0.11487	0.01330	0.08101	0.02572	0.14637	0.06093	0.02698	-0.02941	-0.01109	0.02487	0.00137	0.03919	0.04528	0.00005
0.08990	0.09497	0.48803	0.10955	0.08964	0.09104	0.05502	0.03958	0.09933	-0.00170	0.29390	0.21255	-0.05993	-0.18380	-0.06978	0.04781	-0.18048	0.27790	0.01405	0.02367	-0.05700	-0.00086	-0.08080	0.00049	-0.10218	0.14755
0.12173	0.14511	0.62022	0.08500	0.18313	0.06376	0.02375	0.04186	0.12385	-0.07935	0.01620	0.23390	-0.10102	-0.01811	0.02838	0.03323	-0.11803	0.17882	-0.01082	0.14848	-0.08542	0.06810	-0.19543	-0.07973	-0.19209	-0.08111
0.14288	0.10811	0.59032	0.02834	0.09178	0.00201	0.05584	0.16373	-0.06062	0.11600	-0.02391	0.04169	0.05813	0.18835	0.00081	0.07406	-0.01393	-0.07932	0.08430	0.13555	0.20219	0.24741	-0.19297	-0.01051	0.03975	0.05773
0.15214	0.13371	0.22711	0.12523	0.11031	0.02706	0.68278	0.02260	0.03510	-0.01393	0.08782	-0.04010	0.03641	0.01836	-0.10388	0.10048	0.09888	-0.00150	-0.01078	0.11834	-0.03487	0.03427	0.09551	0.02508	0.10093	-0.01292
0.11581	0.16983	0.18723	0.02208	0.10400	0.05984	0.83023	0.03208	-0.00824	-0.03701	-0.07177	0.09458	0.08992	0.01189	0.29324	0.02758	-0.05526	0.05902	0.03788	0.06194	0.06403	0.04198	0.09478	0.03917	-0.14083	0.07293
0.18034	0.15794	0.18811	0.02150	0.11819	0.02508	0.72196	0.06681	0.09589	0.04188	0.13848	0.02859	0.00770	0.08542	-0.06233	0.02554	0.01648	0.14494	0.07896	0.00838	0.00278	0.02062	-0.05829	-0.04563	0.04943	-0.07808
0.15585	0.22225	0.49017	0.04428	0.02261	-0.01815	0.19600	0.07116	0.02569	0.08798	0.10491	0.04354	-0.05330	0.08315	0.01928	0.00211	0.02427	0.12221	0.00780	0.02297	0.00858	-0.32850	0.12593	0.03090	0.18482	0.02118
0.10893	0.20962	0.59830	0.11571	0.17815	0.04804	0.08435	0.01884	0.10150	-0.11857	-0.08378	0.13821	-0.08719	-0.06017	0.03385	0.05171	-0.02544	0.22112	0.08041	0.08747	-0.04788	0.03471	-0.18198	-0.07818	-0.10942	0.02116
0.12872	0.19768	0.28091	0.08710	0.58801	0.02114	0.14315	0.06320	0.11275	-0.01713	0.00477	0.04784	0.13401	0.12887	-0.00851	0.01838	0.00658	0.02309	0.08380	-0.00801	-0.05077	0.00828	0.10338	-0.01771	0.07178	0.18919
0.11588	0.22974	0.22787	0.02538	0.71821	0.01891	0.08755	0.05878	0.05831	-0.02189	0.02536	-0.00793	0.04181	0.02971	-0.04349	0.05588	0.07470	0.04182	-0.02542	-0.02188	-0.04141	-0.04182	-0.02876	0.03666	0.09099	0.03785
0.13270	0.21948	0.45792	0.14080	0.19384	0.04837	0.07453	0.12328	0.07556	0.03190	0.02110	0.17083	0.19273	-0.01721	0.14782	0.14730	-0.15353	0.12387	0.02741	-0.03180	-0.03235	0.11894	-0.08148	0.18679	0.13217	0.10033
0.14891	0.18877	0.71499	0.07178	0.09700	-0.05789	0.14858	0.13682	0.02185	0.13110	0.03977	0.05227	0.09058	0.03029	0.03264	0.04280	0.13094	0.07504	0.01057	-0.08338	-0.01758	-0.05339	0.07864	0.04367	0.00522	0.04774
0.14289	0.25306	0.22274	0.13520	0.64895	0.01068	0.11189	0.10273	-0.04487	0.13668	0.07983	0.03221	0.06776	0.01502	0.02750	-0.00535	0.04548	0.03765	0.02841	0.04875	0.13034	-0.03887	0.01980	0.01031	-0.11497	0.08708
0.09448	0.09801	0.12557	0.03387	0.03925	0.13098	0.27848	0.03104	0.10092	0.17388	0.00284	-0.02858	0.01495	0.03128	0.06295	0.23192	-0.01382	0.07983	0.06498	0.51693	-0.02139	0.03049	0.03651	-0.19845	-0.03806	0.06042
0.11787	0.12072	0.04811	0.08332	0.02030	0.05626	0.00689	0.06736	0.05836	0.00296	0.03135	0.06731	0.07433	-0.03534	-0.00803	0.07056	0.84808	0.11807	0.06382	0.75983	0.03931	-0.03029	0.03588	0.09751	0.01892	-0.02722
0.14210	0.17580	0.18719	0.03117	0.07015	0.02163	0.23140	0.18936	0.06482	0.06655	0.01080	0.00133	0.05928	0.05360	0.01913	0.02983	0.12793	0.52249	-0.11761	0.28143	-0.09345	-0.02750	0.09365	0.04991	0.00374	0.01020
0.11702	0.24334	0.07589	0.01705	0.04692	0.10481	0.17699	0.19923	0.06398	0.03782	0.08811	0.01854	0.05824	0.07584	0.03898	0.06888	0.13781	0.81323	-0.01964	0.11706	0.08353	0.03482	0.00770	0.02834	0.02828	0.05348
0.22847	0.02281	0.00493	0.02189	0.06592	0.23969	0.18188	0.26584	-0.05484	0.00844	0.26515	0.01480	0.18406	0.02667	0.05899	0.20348	0.12207	0.15271	0.10810	0.23393	-0.01982	-0.02301	0.07054	-0.08473	-0.02941	-0.15171
0.15805	0.23035	0.19720	0.04495	0.10039	-0.03613	0.10631	0.70365	0.05182	0.07397	-0.00388	0.15477	0.15288	0.01337	0.00448	0.00428	0.00855	0.06782	0.02247	0.05883	0.01104	-0.00409	0.00050	0.08891	-0.02859	0.05284
0.20470	0.22925	0.11837	0.08628	0.08793	0.04118	0.04458	0.75728	0.06708	0.06871	0.10627	0.17053	0.06245	0.00555	0.01528	0.01377	0.02019	0.16910	0.00820	0.01350	0.00431	-0.00307	0.02650	-0.02658	0.01820	0.01555
0.09293	0.28007	0.24597	0.08888	0.04168	-0.00061	0.02383	0.14115	0.01943	-0.00841	-0.02572	0.71228	0.05864	0.01621	0.01918	0.00418	0.10097	0.03183	0.02220	0.08584	-0.01788	-0.00934	0.06388	-0.10804	0.05142	0.04253
0.09830	0.41994	0.17848	0.11743	0.03032	0.00873	0.07121	0.10549	0.08485	0.02854	-0.05252	0.68304	0.17252	0.03494	0.01753	0.04215	0.03928	0.00137	0.01808	0.00201	0.03165	0.09087	-0.01659	0.04919	0.07513	0.01928
0.11984	0.27014	0.41431	0.19389	0.09189	-0.00382	0.22128	0.01782	0.05846	0.02598	0.24575	0.29798	0.06599	0.01858	0.04868	0.09823	0.00672	0.02978	-0.03657	0.00972	0.23928	0.12247	0.08226	0.08869	0.21042	0.00881
0.10480	0.31324	0.29998	0.18068	0.03417	0.07201	0.00099	0.06178	0.18143	-0.11098	0.02895	0.20074	0.03256	0.00858	0.25438	0.14238	0.17600	0.03985	0.13875	0.11802	0.21538	-0.05882	0.04012	-0.00914	-0.05178	0.19895
0.28918	0.28401	0.15874	0.05257	0.06899	0.12489	0.07382	0.82853	0.04983	-0.01789	0.09819	0.09857	0.11289	-0.01048	0.05833	0.09135	0.21422	0.00055	0.06819	0.07090	0.01715	0.06458	0.06814	0.01204	0.07398	0.02178
0.18098	0.39203	0.10274	0.03903	0.09379	0.07388	0.02778	0.19264	0.01066	0.00212	0.02555	0.07114	0.85812	0.08073	-0.00350	0.02418	0.06008	0.03443	-0.00897	0.07375	0.02918	-0.02918	-0.02081	-0.11082	0.04409	0.04622
0.20348	0.27639	0.11783	0.08639	0.15247	0.01580	0.03505	0.19138	0.05524	-0.00018	0.07988	0.14810	0.67388	0.04142	0.03905	0.00398	0.08308	0.08248	0.04090	0.06102	-0.05324	0.02913	-0.03020	-0.08998	0.03001	-0.00073
0.22471	0.22412	0.16002	0.02130	0.17401	0.19407	0.07808	0.32430	0.08131	0.05471	0.24158	0.06871	0.16882	-0.03456	0.03831	0.02572	0.28280	0.02305	-0.02524	0.06872	-0.00950	0.10132	0.00484	-0.00078	0.12233	-0.15509
0.08598	0.35018	0.34780	0.05048	0.32688	0.01303	-0.03752	0.12322	0.00205	0.13987	0.05168	0.18087	0.17744	0.02738	0.04713	0.03009	0.12387	0.01382	0.00375	0.11278	0.04218	0.18229	0.13790	0.03878	0.15281	0.02485
0.17848	0.42400	0.21820	0.13355	0.23974	0.00135	0.21348	0.10413	-0.03915	-0.05533	0.32511	-0.02874	0.02793	0.03128	0.07377	0.06207	0.03571	0.10597	-0.17992	0.06303	-0.00541	-0.04485	0.02929	-0.05004	-0.11388	0.17797
0.11773	0.48247	0.08012	0.09308	0.20588	0.03930	0.10268	0.01010	-0.02737	0.07430	-0.00003	0.00322	0.11782	0.84708	0.12978	0.10862	-0.04828	0.10143	-0.08873	-0.03818	-0.02731	0.11827	-0.16788	0.02911	0.05354	0.44956
0.24886	0.45191	0.14535	0.16114	0.14818	-0.03882	0.17082	0.07358	-0.02670	-0.02017	0.48579	0.05429	0.04843	0.04578	0.11252	0.06948	0.04349	0.05821	-0.41478	0.04120	-0.07798	-0.02681	-0.01875	-0.03271	-0.01955	0.22253
0.18937	0.42378	0.10437	0.04700	0.18214	0.03457	0.02166	0.09103	-0.01355	0.04941	0.43453	-0.05523	0.01829	-0.00385	0.07744	0.09935	0.19504	0.08548	-0.01934	0.03390	-0.00771	-0.13884	0.03303	0.12822	0.00557	-0.06943
0.20424	0.32686	0.21491	0.01093	0.01798	0.07222	0.07389	0.16231	0.03992	0.08105	0.54129	-0.02337	0.08941	0.83527	-0.00438	0.07491	0.04824	0.08231	0.03387	-0.00930	0.11379	0.00389	0.01776	-0.00698	0.09552	0.04478
0.19941	0.37383	0.15271	0.02745	0.04429	0.09403	-0.05082	0.18158	0.15019	-0.05905	0.24941	-0.02893	0.11855	0.02501	-0.10459	0.11500	0.03959	0.22856	0.19889	-0.03248	-0.00955	-0.07048	0.10727	-0.07104	0.34087	0.07847
0.20881	0.65194	0.08329	0.07621	0.01267	0.09232	-0.00029	0.07180	0.13498	-0.01776	0.11971	0.07782	0.02342	-0.03885	0.00183	0.12531	-0.08087	0.07143	0.16303	-0.01082	-0.08521	-0.00055	0.14205	0.18746	0.00988	0.13472
0.19205	0.54262	0.20032	0.01228	0.08751	-0.01781	0.02025	0.01609	0.00836	0.09288	0.14987	0.07345	0.13700	-0.02997	0.03029	0.12830	0.13910	0.12628	0.05290	0.03066	0.05998	-0.06502	-0.04340	-0.00042	0.14891	0.15783
0.14580	0.73198	0.08198	0.13943	0.06762	0.04742	0.00743	0.10778	0.07731	0.02619	-0.00444	0.13183	0.05819	0.02820	0.01851	-0.02533	0.00897	0.03886	0.04288	0.04258	-0.08009	0.02081	0.10192	0.04517	0.03509	0.06719
0.25826	0.72343	0.16880	0.03710	0.04925	0.06911	0.12933	0.09808	-0.01557	0.02748	-0.05376	0.04748	0.09584	0.09857	0.01124	0.00784	0.10143	0.07144	0.00333	0.06180	-0.02130	0.01491	0.04295	0.04084	-0.01447	-0.07851
0.18120	0.80482	0.10586	0.08833	0.04864	0.00626	0.08431	0.05921	0.02541	0.07722	0.08052	0.08592	0.09278	0.07398	-0.03429	0.02480	-0.02049	0.03790	0.02885	0.04000	-0.04111	0.01068	0.02147	-0.00709	0.08115	0.06599
0.25026	0.69818	0.20451	0.13858	0.18490	0.06440	0.09404	0.10529	-0.01840	0.06488	0.04315	0.01147	0.07801	0.07183	0.08885	0.02882	0.14281	0.00191	0.03416	0.00023	0.05710	0.03841	0.03180	0.01851	0.04213	-0.03885
0.18138	0.89901	0.12022	0.04307	0.14504	-0.08558	0.00184	0.11800	0.01143	0.08670	-0.13314	0.10499	0.00220	0.01788	0.09953	0.08444	-0.06383	0.07417	0.01988	-0.01453	0.09651	-0.07172	-0.06788	0.03342	0.05415	0.04720
0.15482	0.50561	0.17384	0.08721	0.01952	0.00784	0.02591	0.08437	0.16253	0.01485	0.10272	0.14284	0.00845	-0.02107	-0.03408	0.07187	-0.08875	-0.03348	0.05280	0.27028	0.09214	0.12389	-0.02817	-0.09040	-0.02294	0.28966
0.13758	0.26328	0.23173	0.13876	0.19378	0.12762	0.17050	-0.02888	0.09952	0.08181	0.25203	-0.12804	0.08135	0.03581	-0.04338	-0.11341	0.26730	-0.20345	-0.08771	0.17139	0.02279	-0.00184	0.04352	-0.09523	0.17081	0.18192
0.17425	0.83035	0.22425	0.09771	0.20019	0.12980	0.09625	0.01812	-0.00276	0.00965	0.21553	-0.07039	0.08718	0.03550	-0.01361	0.07710	0.01826	0.01008	0.08639	0.04283	0.08537	-0.01293	0.08549	-0.02385	-0.09382	0.03085
0.18407	0.84359	0.17333	0.13308	0.07473	0.01885	0.06283	0.05748	0.01589	-0.00308	0.01108	-0.00542	-0.00884	0.00880	0.17769	0.09883	0.15603	0.10282	0.05832	0.02080	0.01241	-0.03178	0.10148	0.10018	-0.01880	-0.08481
0.20929	0.49930	0.23135	0.04948	0.03915	0.01850	0.19840	-0.00149	0.04591	-0.08050	0.11778	0.16592	0.00781	0.06227	-0.03792	0.06558	0.12153	-0.03824	-0.14912	-0.00312	0.22682	0.04859	0.05549	0.02013	0.04858	0.03578
0.07458	0.39700	0.17138	0.08531	0.52089	0.11028	0.10539	0.09332	0.06988	0.05045	0.10947	0.02729	-0.01303	0.01441	0.05957	-0.02310	0.08711	0.07302	0.06145	-0.04315	0.13032	0.13128	0.03811	0.04341	-0.10075	-0.02049
0.08158	0.41453	0.05214	0.19060	0.17858	0.03804	0.02491	-0.03278	0.00218	0.10585	-0.05561	0.19440	0.06883	-0.13252	0.03068	-0.08184	0.03978	-0.14895	0.00329	0.07945	0.01214	-0.05140	-0.13988	0.27138	0.25470	-0.03053
0.16243	0.13029	0.04589	0.01170	0.18115	0.03576	0.00417	0.07823	0.08834	0.06386	0.12018	0.14079	0.01872	-0.01283	-0.02062	0.06901	0.88078	0.07204	0.05044	0.03894	0.09152	-0.02741	0.02844	0.18883	0.04908	0.00897
0.12655	0.42542	0.08171	0.05298	0.10838	0.04456	0.12282	-0.01813	-0.04849	0.14972	0.05758	0.05597	0.07093	-0.08510	0.13830	0.05276	0.00562	0.03431	-0.06297	-0.02178	0.05744	-0.01799	0.33417	0.07828	0.33561	0.10103
0.04542	0.08725	0.05062	0.05732	0.02650	0.00926	0.03131	-0.01543	-0.04883	0.00779	0.00453	0.03813	0.02318	-0.08375	0.01193	0.00324	0.00825	0.03211	-0.00887	-0.01328	-0.00142	0.00297	0.81197	0.02092	0.01232	0.01888
0.12518	0.04855	0.44899	0.18098	0.03778	0.02348	-0.09289	-0.04284	-0.00802	0.01781	-0.07306	0.16165	-0.09118	0.01431	0.84388	0.00017	-0.03884	0.10889	0.07841	-0.03365	-0.14448	0.52606	0.11831	0.00155	0.01478	0.08300
0.21808	0.18172	0.58934	0.04308	0.08490	0.08219	0.05057	0.04014	0.03214	0.03265	0.11137	-0.08501	0.04017	0.10839	0.01280	0.04979	-0.03988	0.01966	-0.06204	0.00827	0.11821	-0.36892	0.19048	0.10961	0.13838	0.04725
0.08242	0.34228	0.49262	0.17224	0.29380	0.07323	0.13485	0.07555	0.03579	-0.00017	0.01870	0.04918	0.01362	0.08474	0.05761	0.85888	0.01326	0.03189	0.02985	0.14829	0.12759	-0.10177	0.01047	0.10321	0.19819	-0.10290
0.18008	0.38882	0.45891	0.12531	0.09344	0.01844	0.03323	0.07450	0.04371	0.04744	0.09681	-0.04849	0.03298	0.08293	0.02412	0.04500	0.02406	0.04027	-0.09118	0.12248	0.28711	-0.10931	0.03120	0.05877	0.22486	0.08584

Table 5

Second-Order Varimax Rotated Factor Matrix

0.52421	0.11810	0.26533	0.08802	-0.17282	0.48595	0.42606	-0.16434	0.11692
0.82371	0.18054	-0.00180	0.11757	-0.10557	0.13568	0.01726	-0.03853	-0.01473
0.83125	0.06985	-0.22040	-0.14332	-0.09100	0.01495	0.01822	-0.01825	0.07724
0.54356	0.03624	0.21158	0.55896	-0.21652	0.21585	0.02716	-0.10465	0.03181
0.79005	-0.01441	0.06397	0.36098	0.08005	-0.01644	-0.11277	0.03855	-0.09590
-0.00177	0.13960	-0.18294	-0.10245	-0.05868	-0.00219	0.88501	0.00041	-0.03390
0.67588	-0.21517	-0.07341	-0.15934	-0.22213	-0.07660	0.15422	-0.13779	-0.23700
0.54974	-0.06072	-0.21868	-0.37053	-0.22232	0.12324	0.18318	-0.08818	0.03680
0.26044	-0.18591	0.11623	0.33555	-0.11023	-0.04967	0.63935	0.08584	0.04534
-0.06952	0.07008	0.90878	0.07932	-0.10067	0.04294	-0.08619	0.01963	-0.11948
0.46289	0.44854	-0.09243	-0.19791	0.07788	-0.00846	0.17861	-0.03195	0.08850
-0.06554	0.00610	-0.09639	0.13706	0.77779	-0.20054	-0.21939	-0.05380	0.10180
0.00514	0.76929	-0.00381	-0.17716	-0.08222	-0.11816	0.04732	-0.03425	-0.25765
0.07274	-0.15749	-0.10240	-0.10558	-0.13806	0.83448	-0.11767	-0.13433	0.16034
-0.14285	-0.02753	0.01899	0.78158	0.03458	-0.04468	0.05871	-0.04018	0.17028
-0.05781	-0.10122	-0.00262	0.15101	-0.00092	0.08761	-0.00276	-0.01851	0.90047
0.14493	-0.15244	-0.02216	-0.33299	-0.41260	0.20799	-0.09584	-0.43851	-0.22094
-0.18520	-0.12031	0.22472	-0.20191	0.78185	0.10655	0.02017	-0.05941	-0.15305
-0.19870	-0.11021	0.77756	0.05188	0.29517	-0.14408	-0.01186	-0.05062	0.16141
0.57129	-0.19558	-0.11565	-0.12768	0.05330	0.35975	0.13944	0.02282	-0.00095
0.10174	0.65523	0.01326	0.28807	-0.14159	0.02883	-0.07803	0.00225	0.09172
-0.14389	-0.07283	-0.06231	-0.12331	-0.15688	-0.05814	-0.02272	0.92262	-0.05374
-0.13865	-0.50365	-0.28805	-0.05038	-0.33574	-0.03249	-0.11979	-0.40370	-0.26382
-0.39407	0.54388	-0.29159	0.06012	0.07447	-0.09493	-0.11493	-0.04600	-0.26472
0.29634	-0.47627	-0.27101	0.23762	-0.20020	0.34875	-0.21786	-0.08786	-0.08883
-0.18067	-0.07694	-0.10426	-0.37129	-0.14105	-0.55492	-0.20378	-0.40912	0.19721

Table 6 - Varimax Rotated Product Matrix

0.43174	0.11529	0.60171	-0.01295	-0.10053	0.18385	0.08866	0.04028	0.05307
0.41053	0.41239	0.34486	0.07220	-0.08289	0.28655	0.56893	0.14322	-0.05635
0.71406	0.00166	0.59808	0.44911	-0.24724	0.44369	0.19358	-0.10328	0.27451
0.63612	-0.04183	0.48479	0.21265	-0.30351	0.43149	0.33495	-0.13538	0.13682
0.54926	0.14519	0.34755	0.17863	-0.01041	0.15244	0.22041	-0.28526	0.02124
0.63853	0.26971	0.41935	0.22952	-0.15503	0.31069	0.22100	-0.12894	0.11683
0.61612	0.05522	0.26781	0.34065	-0.27012	0.39705	0.32278	-0.14042	0.59536
0.56554	0.04874	0.31003	0.31289	-0.24037	0.34878	0.29428	-0.15867	0.59753
0.84592	0.01513	0.26498	0.54830	-0.04109	0.51682	0.08660	-0.08587	0.30918
0.47146	0.24860	0.41272	-0.04234	-0.08410	0.36096	0.50739	-0.09707	-0.02531
0.40268	0.14021	0.16036	0.16386	-0.15027	0.30108	0.76919	-0.12825	0.14227
0.36823	0.20650	0.11777	-0.07938	-0.14395	0.27002	0.75908	-0.15557	0.02381
0.76913	0.01868	0.11339	0.22369	-0.16027	0.50957	0.40782	-0.16039	0.15031
0.65611	0.11758	0.38201	0.48492	-0.12576	0.64667	0.14983	-0.16865	0.21410
0.56010	0.25951	0.32064	-0.07324	-0.10574	0.56334	0.17596	-0.18099	0.15837
0.51104	0.25359	0.25350	0.02352	-0.14922	0.61218	0.23436	-0.19084	0.03483
0.44999	0.20375	0.29100	-0.01525	-0.08076	0.38332	0.52026	-0.33163	-0.05676
0.87932	0.21480	0.14107	0.25208	-0.23864	0.73265	0.19736	-0.20027	0.17401
0.91664	0.23705	0.27716	0.31340	-0.14466	0.76703	0.18903	-0.09582	0.16252
0.80664	0.07510	0.25460	0.39560	-0.12153	0.68406	0.17731	-0.10423	0.21105
0.55586	-0.09343	0.12416	0.21864	-0.13954	0.55792	0.36446	-0.06579	0.12492
0.24620	-0.01687	-0.12208	-0.13209	-0.10055	0.18491	0.64902	-0.26297	-0.00454
0.53432	-0.04247	-0.02410	-0.06425	-0.21422	0.26102	0.59016	-0.31817	0.08302
0.96791	-0.07251	0.30967	0.32788	-0.21608	0.61884	0.52000	-0.19268	0.20705
1.07711	-0.13898	0.32670	0.39355	-0.32092	0.65660	0.31667	-0.23217	0.23717
0.68564	0.07057	0.07756	0.19296	-0.22563	0.36454	0.07049	-0.40253	0.27302
0.89139	0.08203	0.13533	0.41578	-0.21634	0.23045	0.28049	-0.13373	0.05685
0.89389	0.10438	0.38862	0.46755	-0.27449	0.31434	0.26171	-0.12810	0.11821
0.72442	0.37093	0.15300	0.21929	-0.31089	0.14838	0.40891	-0.00999	0.03860
0.82325	0.06402	0.23438	0.34673	-0.42153	0.43098	0.61001	0.09026	0.32246
0.84775	0.08456	0.33597	0.21761	-0.45129	0.38030	0.50564	-0.20481	0.10165
0.74346	0.16155	0.22421	0.04052	-0.35129	0.31592	0.62363	-0.18470	0.01895
0.57317	0.05574	0.28671	0.29527	-0.16896	0.23182	0.63462	-0.12249	0.11114
0.66417	0.00390	0.25578	0.41665	-0.10993	0.29010	0.59528	-0.10145	0.18673
0.66669	0.10212	0.26831	0.28835	-0.26405	0.37197	0.53338	-0.18440	0.11545
0.87343	0.37055	0.31860	0.35228	-0.24512	0.33066	0.30059	-0.15438	0.08004
0.88636	0.11371	0.25926	0.40329	-0.22469	0.48055	0.24917	-0.13871	0.24035
0.83053	0.28883	0.26683	0.20785	-0.19879	0.41816	0.19700	-0.19151	0.13555
0.93919	0.22002	0.51520	0.53034	0.06706	0.32988	0.11405	-0.16443	-0.03837
0.68062	0.15072	0.48975	0.60807	-0.00501	0.36840	0.17107	-0.24091	0.03064
0.82067	0.23962	0.44918	0.53594	-0.00765	0.33648	0.21307	-0.08815	-0.03601
0.79269	0.15810	0.35571	0.45343	-0.09574	0.33599	0.44712	-0.08804	0.23675
0.72730	0.06891	0.24044	0.20800	-0.08817	0.30439	0.55261	-0.06914	0.02742
0.75960	0.17101	0.30098	0.16510	-0.20361	0.35705	0.58140	-0.09362	0.11847
0.59183	0.08042	0.21818	0.11815	0.00061	0.32933	0.48831	-0.04546	0.14711
0.76375	0.30106	0.33120	0.15353	-0.20506	0.26140	0.54815	-0.21782	-0.10660
0.86179	-0.07155	0.24431	0.35183	-0.20407	0.34092	0.49868	-0.10673	-0.00069
0.65209	0.43335	0.16397	-0.06701	-0.17634	0.29158	0.43019	-0.29275	0.04755

Table 6 (continued) - Varimax Rotated Product Matrix

0.44879	0.22175	0.10631	0.05339	-0.10724	0.39793	0.26512	-0.31706	0.15984
0.61560	0.55853	0.13563	-0.06884	-0.00910	0.33381	0.46384	-0.25372	0.07522
0.54439	0.60826	0.13113	-0.13758	-0.11257	0.20966	0.55470	-0.04781	0.00635
0.75506	0.17222	0.21035	0.35847	-0.07596	0.41561	0.35232	-0.09310	0.24273
0.76553	0.05145	0.22251	0.49779	-0.11451	0.41748	0.32385	-0.05219	0.22548
0.80417	0.12285	0.09755	0.42516	-0.06701	0.43810	0.28476	-0.01709	0.18577
0.73605	0.16974	0.11143	0.03998	-0.05401	0.50433	0.36034	-0.16061	0.14433
0.62559	0.07797	-0.08784	-0.04459	-0.24419	0.46627	0.52209	-0.06860	0.06297
0.67944	0.13992	-0.10464	0.11056	-0.16658	0.46744	0.58709	-0.09780	0.06703
0.66713	-0.19998	-0.05477	-0.05970	-0.20183	0.49063	0.68507	-0.04890	0.05651
0.69620	-0.01986	-0.13365	0.11451	-0.07553	0.51757	0.30639	-0.07264	-0.16780
0.11048	0.24706	-0.11670	0.13611	-0.08088	0.15647	0.11866	-0.09748	-0.13838
0.51367	0.09772	0.36394	0.15735	-0.09582	0.31100	0.16177	-0.16389	0.03493
0.65180	0.16612	0.06089	-0.15308	-0.10695	0.32755	0.36026	-0.07364	0.01740
0.59479	0.26977	0.27127	-0.06397	-0.12099	0.30422	0.42930	-0.18478	0.03208
0.65759	0.23184	0.19227	-0.13477	-0.14647	0.34464	0.42559	-0.14132	0.06372
0.52972	0.11746	0.20653	0.51010	-0.10678	0.35368	0.34185	-0.18734	0.13914
0.54471	0.12185	0.19226	0.57446	-0.12786	0.30560	0.40368	-0.13265	0.20314
0.46127	0.07413	0.23761	0.48817	-0.15626	0.41391	0.34038	-0.24720	0.12815
0.50996	0.07389	0.28114	0.30228	-0.17203	0.39088	0.31579	-0.32058	0.10591
0.80818	0.11234	0.15944	-0.12930	-0.23472	0.42810	0.34197	-0.21791	0.08204
0.99043	-0.04666	0.38579	0.19721	-0.32702	0.47559	0.17237	-0.20897	0.13992
0.74249	-0.08070	0.43111	0.37902	-0.10387	0.43505	0.20478	-0.11733	0.23171
0.86725	-0.11271	0.37272	0.25955	-0.19145	0.48620	0.24040	-0.21226	0.23492
0.57138	0.00658	0.63860	0.26963	-0.03875	0.30187	0.27498	-0.13280	0.15651
0.81138	-0.01230	0.63720	0.28356	-0.05896	0.32637	0.28237	-0.17159	0.15887
1.00676	-0.09823	0.18861	0.12845	-0.21090	0.38342	0.29052	-0.25292	-0.01450
0.68364	-0.19732	-0.09536	-0.33730	-0.26600	0.30239	0.19759	-0.27265	-0.17469
1.20498	-0.06534	-0.18867	-0.02682	-0.22492	0.07338	0.18953	-0.21578	-0.04421
0.88586	-0.01929	0.00989	-0.06572	0.00651	-0.07343	0.20098	-0.31675	0.14909
0.96280	-0.00031	-0.01658	-0.14458	-0.13258	0.14554	0.09167	-0.06553	-0.01158
0.85741	0.26937	-0.09778	-0.14776	-0.38291	0.22555	0.06590	0.31701	-0.09849
0.85942	0.20993	-0.04351	-0.06910	-0.21370	0.07317	0.00665	-0.09854	-0.01548
0.75800	0.20897	0.04452	0.02753	0.47300	-0.05060	0.29437	0.13004	0.00253
0.97943	0.04638	-0.03254	0.01636	0.37585	0.07074	0.27545	0.19011	0.19004
0.93178	0.23378	0.01983	-0.06391	-0.16389	0.25936	0.02504	0.19918	0.20547
1.16886	-0.15756	-0.14107	-0.16759	-0.36124	0.18167	0.21301	-0.18647	-0.31459
0.72475	0.08697	-0.02022	0.11519	0.00478	-0.07695	0.21510	-0.05420	-0.01652
1.11613	-0.10186	0.07817	-0.11919	-0.08960	0.21174	0.28736	-0.09457	-0.11533
0.98145	-0.09621	-0.08147	-0.02980	-0.08427	0.23594	0.05240	-0.51202	-0.00310
0.94096	-0.02960	0.01966	0.08249	0.26907	0.02643	0.20122	0.05502	0.17212
1.10098	-0.05894	-0.03146	0.12986	-0.12716	0.08596	0.04384	-0.18560	-0.02990
1.15167	0.01836	-0.04827	0.18811	-0.06986	0.13441	0.02455	-0.11149	-0.04700
0.83173	0.24720	-0.07704	0.22671	0.11124	0.00286	0.10780	0.04838	0.12791
1.12498	0.06201	-0.03398	-0.07168	-0.29933	0.11342	0.03271	-0.24292	0.04078
1.22729	0.27971	0.17440	0.29104	-0.10012	0.16426	0.04691	-0.07563	-0.07379
0.84910	-0.21358	0.08356	-0.11880	-0.12579	0.22881	0.35408	-0.03856	-0.23377
0.85312	0.04195	-0.02993	-0.09180	0.13121	0.36036	0.17682	-0.07224	0.02648

Table 6 (continued) - Varimax Rotated Product Matrix

0.78938	-0.16822	-0.04407	-0.25185	0.14551	0.33037	0.21291	-0.23110	-0.17643
0.61626	0.01793	0.05370	-0.22286	0.24322	0.26428	0.23737	-0.17054	-0.19948
0.75082	0.22290	0.08151	-0.32489	0.00840	0.32227	0.47238	-0.08816	-0.25828
0.96126	0.15281	-0.07815	-0.23111	-0.07856	0.14272	0.16848	-0.16116	-0.03031
0.99645	0.05330	-0.05913	-0.19767	-0.03550	0.22880	0.28601	-0.17068	0.03212
0.67444	0.04642	-0.04031	0.04380	0.43821	0.00120	-0.04644	-0.13207	0.12484
0.89536	0.18508	-0.06394	0.18174	0.32398	0.03816	-0.05273	-0.03163	-0.02815
1.17341	0.29837	-0.18292	0.15578	-0.06120	0.13888	0.02544	-0.27622	-0.11046
0.75108	0.14001	-0.03986	0.26192	-0.01918	0.03464	0.17007	-0.30095	0.27668
1.09924	0.12311	-0.08631	-0.19885	-0.40232	0.34574	0.41541	-0.13374	0.06585
0.83537	0.51101	-0.02643	-0.13507	-0.15512	0.18569	0.18951	-0.18454	-0.09034
0.82631	0.48038	0.04410	-0.08360	-0.04407	0.14883	0.19166	-0.10502	-0.11659
1.00130	0.32172	-0.02477	-0.17787	-0.33280	0.25491	0.47241	-0.03754	-0.14358
1.06931	0.31869	0.04580	0.24139	0.14437	0.17063	0.01293	-0.11948	0.00621
1.23959	0.22908	-0.23177	-0.00079	-0.32047	0.11019	0.15920	-0.22820	0.12238
0.66741	0.23049	0.03443	0.05702	-0.06724	-0.16691	0.00105	-0.05402	-0.06169
1.20776	0.24896	-0.11649	0.00046	-0.28770	0.15700	0.16884	-0.24390	0.13546
0.96096	0.35522	0.00683	0.04199	-0.10323	0.27786	0.19939	-0.25561	0.04166
0.99354	0.39498	0.00858	-0.13608	-0.12538	0.24435	0.29238	-0.11012	-0.05677
0.75988	0.07810	0.06126	-0.13733	0.02956	0.26201	0.27953	-0.17965	0.16473
0.87697	0.10913	0.22280	0.09827	0.07122	0.07837	0.31222	-0.03826	0.28441
0.90099	0.22954	0.10259	0.02726	-0.03786	0.14478	0.02531	-0.25904	0.10615
0.94398	0.19893	0.12312	0.18863	0.03684	0.22980	0.11040	0.00714	-0.00263
1.06438	0.13074	0.02647	0.02994	-0.15708	0.38179	0.06964	-0.14071	-0.07213
1.04857	0.22191	0.11853	0.08349	-0.06558	0.28050	0.15067	-0.06196	-0.00461
1.26868	0.21288	0.06409	0.04800	-0.30162	0.37097	0.15204	-0.14240	-0.05112
0.87218	0.19781	0.10552	0.26857	0.01482	0.16905	0.10482	-0.11123	-0.01128
0.92325	0.11229	0.01464	-0.03894	-0.06081	0.01309	0.17982	-0.00031	0.10396
1.24375	0.04558	-0.13784	-0.06207	-0.60733	0.23992	0.24166	-0.25413	-0.15816
1.16311	0.24923	0.05564	0.08900	-0.20486	0.24368	0.26381	-0.12129	0.07466
0.91186	0.08940	0.02786	0.23922	-0.14703	0.31836	0.11465	-0.21976	0.03823
0.97086	0.23005	-0.27369	0.02163	-0.23423	0.22593	0.10913	-0.14990	0.04820
1.06479	0.25110	0.11390	0.22961	-0.04263	0.07787	0.17032	06174	-0.06389
0.88521	0.26325	0.00951	0.39361	-0.03548	0.08675	-0.04745	-0.05638	-0.16434
0.50251	0.16428	0.07681	-0.13458	-0.13131	0.18890	0.07193	-0.35353	-0.09054
0.74834	0.28125	0.08808	0.26159	-0.01812	0.09868	0.01434	-0.01479	-0.04245
-0.27982	-0.39126	-0.20231	-0.05069	-0.22155	-0.08582	-0.09437	-0.29710	-0.23706
-0.92433	-0.35108	0.05161	-0.09541	0.26552	-0.22025	-0.15	0.46807	-0.04329
0.96930	0.15467	-0.20944	0.05529	-0.25159	0.28652	0.16163	-0.50915	0.04393
1.35056	0.10173	-0.15136	0.30474	-0.17199	0.35812	0.10547	-0.16299	0.02357
1.25949	0.29846	-0.15382	0.17978	-0.31575	0.44966	0.12107	-0.15612	-0.02388

TABLE 7
Interfactor Correlations for Second-Order Analysis

Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7	Factor 8	Factor 9
1.000	-0.019	0.040	0.106	-0.253	0.378	0.257	-0.085	-0.002
-0.019	1.000	0.087	0.039	0.019	-0.104	0.140	0.191	0.081
0.040	0.087	1.000	0.243	0.190	0.111	0.174	0.128	0.120
0.106	0.039	0.243	1.000	0.091	0.110	-0.102	0.213	0.083
-0.253	0.190	0.190	0.091	1.000	-0.202	-0.006	0.292	0.199
0.378	-0.104	0.111	0.110	-0.202	1.000	0.164	-0.058	-0.047
0.257	0.140	0.174	-0.102	-0.006	0.164	1.000	0.129	0.097
-0.085	0.191	0.128	0.213	0.292	-0.058	0.129	1.000	0.083
-0.002	0.081	0.120	0.083	0.199	-0.047	0.097	0.083	1.000

TABLE 8
Rotated Factor Structure for Second-Order Analysis

Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7	Factor 8	Factor 9
0.646	0.097	0.344	0.136	-0.252	0.656	0.541	-0.155	0.115
0.843	0.151	0.038	0.161	-0.225	0.341	0.154	-0.076	-0.032
0.821	0.037	-0.209	-0.122	-0.239	0.207	0.149	-0.104	0.040
0.617	0.013	0.283	0.600	-0.269	0.402	0.092	-0.084	0.019
0.769	-0.013	0.114	0.413	-0.025	0.185	-0.015	0.032	-0.090
0.092	0.175	-0.107	-0.175	-0.072	0.049	0.865	0.046	0.006
0.679	-0.249	-0.101	-0.174	-0.383	0.128	0.222	-0.242	-0.277
0.577	-0.104	-0.236	-0.378	-0.363	0.262	0.274	-0.201	-0.016
0.345	-0.136	0.209	0.325	-0.116	0.107	0.634	0.133	0.078
-0.062	0.094	0.883	0.190	0.020	0.070	-0.025	0.072	-0.078
0.456	0.445	-0.061	-0.181	0.026	0.074	0.290	-0.023	0.107
-0.175	0.064	-0.055	0.146	0.768	-0.297	0.255	0.056	0.176
-0.009	0.750	-0.022	-0.193	-0.036	-0.146	0.103	0.001	-0.229
0.174	-0.232	-0.084	-0.075	-0.242	0.819	-0.067	-0.211	0.087
-0.094	-0.000	0.114	0.761	0.098	-0.032	-0.027	0.076	0.199
-0.018	-0.085	0.059	0.191	0.065	0.077	0.005	0.018	0.886
0.183	-0.251	-0.113	-0.373	-0.540	0.264	-0.082	-0.563	-0.305
-0.255	-0.057	0.242	-0.164	0.759	-0.009	0.010	0.031	-0.067
-0.236	-0.041	0.778	0.144	0.415	-0.171	-0.002	0.055	0.236
0.605	-0.212	-0.080	-0.095	-0.097	0.487	0.232	-0.045	-0.026
0.128	0.636	0.057	0.302	-0.076	0.042	-0.024	0.066	0.105
-0.165	-0.011	-0.067	-0.060	-0.022	-0.098	0.011	0.858	-0.054
-0.119	-0.581	-0.372	-0.156	-0.453	-0.024	-0.234	-0.512	-0.349
-0.416	0.526	-0.299	-0.008	0.128	-0.239	-0.175	0.013	-0.243
0.342	-0.538	-0.268	0.220	-0.346	0.435	-0.232	-0.189	-0.170
-0.260	-0.110	-0.217	-0.437	-0.139	-0.592	-0.264	-0.457	0.160

TABLE 9
Rotated Factor Pattern for Second-Order Analysis

Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7	Factor 8	Factor 9
0.524	0.118	0.265	0.088	-0.172	0.485	0.426	-0.164	0.116
0.823	0.180	-0.001	0.117	-0.105	0.135	0.017	-0.038	-0.014
0.831	0.069	-0.220	-0.143	-0.091	0.014	0.018	-0.018	0.077
0.543	0.036	0.211	0.558	-0.216	0.215	0.027	-0.104	0.031
0.790	-0.014	0.063	0.360	0.080	-0.016	-0.112	0.038	-0.095
-0.001	0.139	-0.182	-0.102	-0.058	-0.002	0.885	0.000	-0.033
0.675	-0.215	-0.073	-0.159	-0.222	-0.076	0.154	-0.137	-0.237
0.549	-0.060	-0.218	-0.370	-0.222	0.123	0.183	-0.088	0.036
0.260	-0.185	0.116	0.335	-0.110	-0.049	0.639	0.085	0.045
-0.069	0.070	0.908	0.079	-0.100	0.042	-0.086	0.019	-0.119
0.462	0.448	-0.092	-0.197	0.077	-0.008	0.178	-0.031	0.088
-0.065	0.006	-0.096	0.137	0.777	-0.200	-0.219	-0.053	0.101
0.005	0.769	-0.003	-0.177	-0.082	-0.118	0.047	-0.034	-0.257
0.072	-0.157	-0.102	-0.105	-0.138	0.834	-0.117	-0.134	0.160
-0.142	-0.027	0.018	0.781	0.034	-0.044	0.058	-0.040	0.170
-0.057	-0.101	-0.002	0.151	-0.000	0.087	-0.002	-0.018	0.900
0.144	-0.152	-0.022	-0.332	-0.412	0.207	-0.095	-0.438	-0.220
-0.185	-0.120	0.224	-0.201	0.781	0.106	0.020	-0.059	-0.153
-0.198	-0.110	0.777	0.051	0.295	-0.144	-0.011	-0.050	0.161
0.571	-0.195	-0.115	-0.127	0.053	0.359	0.139	0.022	-0.000
0.101	0.655	0.013	0.288	-0.141	0.028	-0.078	0.002	0.091
-0.143	-0.072	-0.062	-0.123	-0.156	-0.058	-0.022	0.922	-0.053
-0.138	-0.503	-0.288	-0.050	-0.335	-0.032	-0.119	-0.403	-0.263
-0.394	0.543	-0.291	0.060	0.074	-0.094	-0.114	-0.046	-0.264
0.296	-0.476	-0.271	0.237	-0.200	0.348	-0.217	-0.087	-0.088
-0.180	-0.076	-0.104	-0.371	-0.141	-0.554	-0.203	-0.409	0.197